

Habilitation Intervention		
Array of Children’s DD State Plan Services		
Qualification Criteria	<ul style="list-style-type: none"> • Age 0-21; and • Has an identified developmental disability diagnosis or developmental limitations that negatively affect participant’s functional skills & behaviors across an array of developmental domains; and • Is adversely impacted in their development, communication, social interactions, or behavior in such a way that the participant is unable to adequately participate in age-appropriate home, school, or community activities, or the participant is a safety risk to self, others, or property. 	
Habilitation Intervention Service	Qualification Criteria	Expected Outcome
Habilitative Skills	<ul style="list-style-type: none"> • Meets the qualification criteria for habilitation intervention and • Demonstrates a need for functional skills in areas such as receptive and expressive language, self-care, social/interpersonal interactions, mobility, learning & play, behavioral self-regulation, and safety skills. 	<ul style="list-style-type: none"> • Develop, improve and maintain, to the maximum extent possible, the developmentally-appropriate functional abilities and daily living skills of an individual
Behavioral Intervention	<ul style="list-style-type: none"> • Meets the qualification criteria for habilitation intervention and • Exhibits deficient adaptive or interfering behaviors that impact the independence of the child, such as impaired social skills & communication, destructive behaviors or significant functional limitations that are secondary to maladaptive behaviors. 	<ul style="list-style-type: none"> • Produce positive meaningful changes in behavior that incorporate replacement behaviors and reinforcement-based strategies.
Behavioral Consultation	<ul style="list-style-type: none"> • Meets the qualification criteria for habilitation intervention and • Has complex needs and is not demonstrating outcomes with behavioral interventions alone. 	<ul style="list-style-type: none"> • Recommended modifications and/or recommended type of training needed and/or assistance needed to address complex needs
Interdisciplinary Training	<ul style="list-style-type: none"> • Meets the qualification criteria for habilitation intervention and • Is in need of an evidence-based method delivered in the appropriate manner 	<ul style="list-style-type: none"> • Collaboration between a highly qualified professional and a direct service provider to assist with the appropriate delivery of a specific service needed while interacting with the child
Crisis Intervention	<ul style="list-style-type: none"> • Meets the qualification criteria for habilitation intervention and • At risk of out-of-home placement, hospitalization, incarceration, physical harm to self or others, family altercations or other emergencies or may be expected to experience a psychological, behavioral, or emotional crisis 	<ul style="list-style-type: none"> • Training provided or emergency intervention delivered to the child and/or crisis plan developed
Evidence-based Practices & Evidence-informed Practices		
Evidence-based Practices	Defined as interventions that have been scientifically researched and reviewed in peer-reviewed journals, replicated successfully by multiple independent investigators, have been shown to produce measurable and sustained beneficial outcomes, and are delivered with fidelity by credentialed individuals trained in an evidence-based model.	
Evidence-informed Interventions	Uses elements or components of evidence-based techniques but may not adhere to a single defined evidence-based model.	

**The services & provider types will exist in both community and schools*

Provider Title	Provider Criteria		Provided Services	Notes
Habilitative Skills Technician	<ul style="list-style-type: none"> • Bachelor's Degree, no experience OR • No degree but in practicum 6 mos prior to degree 		<ul style="list-style-type: none"> • Habilitative Skills 	18-month provisional provider
Habilitative Interventionist	<ul style="list-style-type: none"> • Holds HI certificate (received before 7/1/19) 		<ul style="list-style-type: none"> • Habilitative Skill • Behavioral Intervention • Crisis Intervention • Interdisciplinary training 	<i>After July 1, 2019 HI COC holders will not need to renew but will need to maintain documentation of continued education & continued employment.</i> <u>Additional Provided Services</u> <ul style="list-style-type: none"> • Basic assessment (HI evaluation like service)
Intervention Specialist	Option 1	<ul style="list-style-type: none"> • Holds HI certificate (received before 7/1/19) • Meets the Department identified competencies required to deliver the identified service(s) 	<ul style="list-style-type: none"> • Habilitative Skill • Behavioral Intervention • Crisis Intervention (mid) • Interdisciplinary training 	<i>After July 1, 2019 HI COC holders will not need to renew but will need to maintain documentation of continued education & continued employment.</i> <u>Additional Provided Services</u> <ul style="list-style-type: none"> • Basic assessment (HI evaluation like service)
	Option 2	<ul style="list-style-type: none"> • Bachelor's Degree, from an accredited institution, in a human services field • 1040 hours of experience within the last five years • Meets the Department identified competencies required to deliver the identified service(s) 		
Intervention Professional	<ul style="list-style-type: none"> • Master's Degree or higher, from an accredited institution, in a human services field • 1200 hours of experience • Two (2) years relevant experience in designing and implementing comprehensive behavioral therapies for children with DD and challenging behavior • Meets the Department identified competencies required to deliver the identified service(s) 		<ul style="list-style-type: none"> • Habilitative Skill • Behavioral Intervention • Crisis Intervention (all levels) • Interdisciplinary training • Behavioral consultation 	<u>Additional Provided Services</u> <ul style="list-style-type: none"> • Basic assessment (HI evaluation like service) • Advanced Assessment
School-Based Intervention Paraprofessional	<ul style="list-style-type: none"> • Must meet the paraprofessional requirements under the elementary and secondary education act of 1965, as amended, Title 1, Part A, Section 1119 and supervised by a special education teacher 		<ul style="list-style-type: none"> • Habilitative Skill • Behavioral Intervention • Crisis Intervention (para) 	<i>School Based Para's must align with the requirements outlined in the Elementary and Secondary Education Act of 1965</i>
Evidence-Based Intervention Paraprofessional	<ul style="list-style-type: none"> • High School Diploma and para-level certification in an evidence-based model approved by the Department 		<ul style="list-style-type: none"> • Habilitative Skill • Behavioral Intervention • Crisis Intervention (para) 	
Evidence-Based Model Intervention Specialist	<ul style="list-style-type: none"> • Bachelor's Degree from an accredited institution in accordance with their credentialing requirements • Certified in an evidence-based model approved by the Department 		<ul style="list-style-type: none"> • Habilitative Skill • Behavioral Intervention • Crisis Intervention (mid) • Behavioral Consultation • Interdisciplinary Training 	<u>Additional Provided Services</u> <ul style="list-style-type: none"> • Basic assessment (HI evaluation like service) • Advanced Assessment
Evidence-Based Model Intervention Professional	<ul style="list-style-type: none"> • Master's Degree from an accredited institution in accordance with their credentialing requirements • Certified in a Department approved evidence-based model 		<ul style="list-style-type: none"> • Habilitative Skill • Behavioral Intervention • Crisis Intervention (all levels) • Behavioral Consultation • Interdisciplinary Training 	<u>Additional Provided Services</u> <ul style="list-style-type: none"> • Basic assessment (HI evaluation like service) • Advanced Assessment